



KANNUR UNIVERSITY
കണ്ണൂർ സർവകലാശാല

(Abstract)

Scheme and Syllabus of fourth Semester courses of FYUG English - prepared in tune with KU-SLL-FYUGP Regulations 2024 - under Private Registration scheme of School of Lifelong Learning w.e.f. 2024 admission - Approved and Implemented - Orders Issued

ACADEMIC C SECTION

ACAD C/ACAD C5/1986/2025

Dated: 05.03.2026

- Read:-1. ACAD C/ACAD C5/1986/2025 dtd: 22.03.2025
2. ACAD C/ ACAD C5/21553/2024 dtd: 27.08.2025
3. ACAD C/ACAD C5/1986/2025 dtd: 28.10.2025
4. E-mail dtd: 28.01.2026, from the Chairperson, BoS in English (UG)
5. Minutes of the meeting of the Standing Committee of Academic Council held on 21.02.2026
6. Orders of the Vice Chancellor in file of even number dtd: 05.03.2026

ORDER

- 1.The Scheme and Syllabus of first and second semester courses of English, prepared in tune with KU-SLL-FYUGP Regulation (2024) was approved and implemented under Private Registration Scheme of School of Lifelong Learning w.e.f 2024 admission, vide paper read (1) above
- 2.The list of courses to be offered in third and fourth semesters of FYUG programmes under Private Registration Scheme of SLL, w.e.f 2024 admission was approved and implemented vide paper read (2) above.
- 3.The Scheme and syllabus of third semester courses of FYUG English programme under private registration scheme was approved and implemented as per the paper read (3) above
- 4.Subsequently, vide paper read (4) above, the Chairperson, BoS in English (UG) submitted the Scheme and Syllabus of fourth Semester Courses of FYUG English programme, for approval and implementation under Private Registration Scheme of School of Lifelong Learning of the University w.e.f. 2024 admission.
5. Considering the matter, the Hon'ble Vice Chancellor ordered to place the Scheme and Syllabus, before the Standing Committee of the Academic Council for consideration.
- 6.The Standing Committee of the Academic Council, vide paper read (5) above, considered the matter and recommended to approve the Scheme and Syllabus of fourth semester FYUG English courses under Private Registration scheme of SLL w.e.f 2024 admission
- 7.The Hon'ble Vice Chancellor, after considering the recommendation of the Standing Committee of the Academic Council and in exercise of the powers of the Academic Council, conferred under Section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, **approved the Scheme and Syllabus of fourth Semester Courses of English Programme, prepared in tune with KU-SLL-FYUGP Regulations 2024 and implemented under Private Registration Scheme of School of Lifelong Learning of the University, w.e.f 2024 admission**, subject to reporting to the Academic Council.
- 3.The Scheme & Syllabus of English Programme (Fourth Semester only) under Private Registration Scheme of School of Lifelong Learning of Kannur University, applicable w.e.f. 2024 admission are appended with this U.O. & uploaded in the University website.



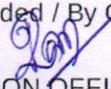
Orders are issued accordingly.

Sd/-

Bindu K P G
DEPUTY REGISTRAR (ACADEMIC)
For REGISTRAR

To: 1. The Controller of Examinations (Through PA)
2. Director, (In charge) School of Lifelong Learning

Copy To: 1. The Chairperson, Board of Studies in English UG)
2. PS to VC/PA to R
3. EX CI/EG I/AR-I/AR-IV/JR-2(EXAM)
4. DR/AR (Academic)
5. IT Cell/Computer Programmer
6. SF/DF/FC
7. Web Manager (for uploading in the website)

Forwarded / By Order

SECTION OFFICER

KV



SEMESTER IV

COURSE DISTRIBUTION

SEMESTER IV	COURSE CODE	COURSE NAME	MARKS			CREDITS
			CE	ESE	TOTAL	
	KU4VACENG205	Inclusiveness and Intersectionality	25	50	75	3
	KU4VACENG206	Agency and Ethics	25	50	75	3
	KU4SECENG201	Presentation Skills	25	50	75	3
	KU4DSCENG207	Bacon to Contemporary Writers	30	70	100	4
	KU4DSCENG208	Practical Phonetics	30	70	100	4
	KU4DSCENG209	Popular Culture	30	70	100	4

KU4VACENG205: INCLUSIVENESS AND INTERSECTIONALITY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	VAC	200-299	KU4VACENG205	3	0

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
0	0	0	25	50	75	1.5

Course Description:

This course introduces learners to the key concepts of inclusiveness and intersectionality as frameworks for understanding how social identities—such as gender, race, caste, class, sexuality, and ability—intersect to shape experiences of privilege and oppression. Through literary, cultural, and theoretical texts, students explore narratives of marginalisation and belonging in global and regional contexts. The course also promotes critical reflection on everyday practices of inclusion and equity, encouraging students to reimagine inclusive futures in education, work, and civic life.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the fundamental concepts of inclusiveness, diversity, and intersectionality in contemporary discourse	R, U
2	Identify how multiple social identities interact to create unique forms of privilege or disadvantage.	U, An
3	Analyse literary and cultural narratives to uncover intersecting structures of power and exclusion.	An, E
4	Apply intersectional frameworks to real-world social, educational, or institutional contexts.	A, E
5	Create inclusive perspectives or action plans that promote equity and social justice.	C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
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CO 1	X					X	X
CO 2		X				X	X
CO 3	X			X	X	X	X
CO 4		X				X	X
CO 5			X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION
1	Module 1: Intersectional Approaches	
	1	UN Global Compact. “Diversity, Equity and Inclusion”
	2	Kimberle Crenshaw. “The Urgency of Intersectionality” (TED talk)
2	Module 2: Regional Inclusion	
	1	P. Sainath. <i>Everybody Loves a Good Drought</i> (Excerpt)
	2	Warsan Shire. “Home”
	3	Saadat Hasan Manto. “Toba Tek Singh”
	4	Damodaran Kulappuram. “Travels Inside a General Compartment” (Trans. Deepak Denny)
3	Module 3: Diversities and Inclusion	
	1	Anton Chekov. “Misery”
	2	Langston Hughes. “I, Too”
	3	Roxane Gay. <i>Hunger: A Memoir of (My) Body</i> . (Chapter 4)
	4	Naguib Mahfouz. “Half a Day”
4	Module 4: Gender and Inclusion	
	1	Gopal Guru. “Dalit Women Talk Differently” (Excerpts)
	2	A Revathi. <i>The Truth About Me: A Hijra Life Story</i> (Excerpts)

Essential Readings:

1. UN Global Compact. Diversity, Equity and Inclusion Report, 2021.
2. Gopal Guru and Sundar Sarukkai. *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford University Press, 2012.
3. Crenshaw, Kimberle. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color."

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
Total	75

KU4VACENG206: AGENCY AND ETHICS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	VAC	200-299	KU4VACENG206	3	0

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
0	0	0	25	50	75	1.5

Course Description:

This course explores the interconnections between agency and ethics through literature, theory, and cultural discourse. It examines how individuals and communities assert, negotiate, or resist agency in ethical and aesthetic contexts. Students will engage with literary and philosophical texts that question moral responsibility, representation, and the power of language. The course encourages reflection on contemporary social and cultural challenges, including marginality, identity, and ecological consciousness.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the conceptual frameworks of agency and ethics in literature and theory.	R, U
2	Analyse the relationship between individual and collective agency in cultural and linguistic contexts.	U, An
3	Evaluate ethical implications in literary and cultural representations.	An, E
4	Apply ethical reasoning to aesthetic production and interpretation.	A, E
5	Create critical or creative responses that reflect informed ethical awareness.	C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X					X	X

CO 2		X				X	X
CO 3	X			X	X	X	X
CO 4		X				X	X
CO 5			X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION
1	Module 1: Agency	
	1	M. R. Renukumar. "So Many Alphabets are Seen" (Trans. Ajay Sekhar)
	2	K. M. Krishnan. "Can't the Subaltern Speak?" (Excerpts)
2	Module 2: Reclaiming Agency	
	1	Sukumaran Chaligadha. "Bethimaran Becomes Sukumaran Chaligadha"
	2	B. R. Ambedkar. <i>Waiting for Visa</i> (Episode 5)
	3	Chinua Achebe. "Spelling Our Proper Name" (Excerpts)
	4	bell hooks. "Talking Back" (Excerpts)
3	Module 3: Ethics	
	1	A. G. Gardiner. "All About a Dog"
	2	George Orwell. "Shooting an Elephant"
	3	Elizabeth Bishop. "Fish"
	4	Asha Latha. "The Camel" (Trans. K. C. Muraleedharan)
4	Module 4: Ethics of the Aesthetic	
	1	Bertolt Brecht. "A Worker Reads History"
	2	E. P. Rajagopalan. "The Trap in the Tale" (Trans. Deepak Denny)

Essential Readings:

1. Ferrero, Luca, editor. *The Routledge Handbook of Philosophy of Agency*. 1st ed., Routledge, 2022.
2. Hadfield, Andrew, Dominic Rainsford, and Tim Woods, editors. *The Ethics in Literature*. Routledge, 1999.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
Total	75

KU4SECENG201 PRESENTATION SKILLS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	SEC	200-299	KU4SECENG201	3	0

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
0	0	0	25	50	75	1.5

Course Description:

This course explores the art of presentation as a twenty-first-century communication skill essential for academic, professional, and creative contexts. It equips students with the ability to conceptualize, design, and deliver impactful presentations — across traditional, digital, and hybrid modes. Special attention is given to the new generation communication styles: visual storytelling, micro-presentations, social media pitch formats, podcasting, and design thinking for digital audiences.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate understanding of the principles and types of presentations.	U
2	Apply effective strategies for planning, organizing, and delivering presentations.	A
3	Integrate visual and digital media tools (Canva, Slides, Podcasts) into presentations.	A, C
4	Evaluate audience dynamics and adapt presentation styles accordingly.	An, E
5	Create original, audience-centric presentations using contemporary formats.	C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
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CO 1	X					X	X
CO 2		X				X	X
CO 3	X			X	X	X	X
CO 4		X				X	X
CO 5			X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION
1	Module 1: The Presentation Landscape	
	1	Academic Presentations: seminar, paper, and conference contexts.
	2	Non-Academic Presentations: business pitch, creative showcase, TED-style talk.
2	Module 2: Planning and Structuring Presentations	
	1	Soft Skills for Speech Preparation: brainstorming, scripting, outlining.
	2	Audience Analysis: primary and secondary audiences.
	3	Objectives and Messaging: information, persuasion, inspiration.
	4	Medium of Delivery: in-person, virtual, and hybrid.
3	Module 3: Delivery and Design Techniques	
	1	Techniques of presentation: tone, pacing, modulation, body language and gesture.
	2	Structuring for impact: opening, body and closing strategies
	3	Audience Engagement: Narrative hooks, emotional connection, and interactive elements.
	4	Time management and Q&A handling
4	Module 4: Visual & Digital Tools for Presentations	
1	Visual Aids: design, typography, colour psychology, data visualization. Podcast and Vlog-based presentations for digital audiences.	

	2	Presentation Tools: Canva, Google Slides, Pitch, Prezi, and Notion. Integrating memes, reels, and short-form media responsibly.
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Essential Readings:

Sasikumar, V. et al. (eds) *Communication Skills in English*, Foundation Books, 2009.

Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. Oxford University Press India, 2022.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	50
Continuous Evaluation	25
Total	75

KU4DSCENG207 BACON TO CONTEMPORARY WRITERS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCENG207	4	0

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
0	0	0	30	70	100	2

Course Description:

This course traces the evolution of English prose traditions from the Renaissance to the contemporary period. It begins with Francis Bacon and proceeds through the personal and experimental prose to the analytical, reformist, and intersectional voices. The course aims to demonstrate how prose becomes a space for intellectual inquiry, cultural negotiation, and ethical reflection, highlighting the intersections of form, philosophy, and socio-political context.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify and describe key features of prose writing from the Renaissance to the contemporary period.	R, U
2	Analyse how prose functions as a medium of argument, reflection, and social critique.	U, An
3	Compare major prose styles and themes across historical and cultural contexts.	An, E
4	Evaluate the transformation of prose as a mode of intellectual and emotional expression across times.	E
5	Create reflective or analytical pieces inspired by the prose traditions studied.	C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X				X	X	

CO 2		X			X	X	
CO 3	X		X		X	X	X
CO 4		X			X	X	
CO 5			X	X		X	X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION
	Module 1	
1	1	“Prose: An Introduction”
	2	Francis Bacon. “Of Truth”
	3	Jonathan Swift. “A Modest Proposal”
	4	Bertrand Russell. “How to Escape from Intellectual Rubbish”
	Module 2	
2	1	Virginia Woolf. “Shakespeare’s Sister”
	2	Ngũgĩ wa Thiong’o. “Decolonising the Mind” (Excerpts)
	Module 3	
3	1	S. Radhakrishnan. “Humanities vs Science” (Excerpts)
	2	Nirad C. Chaudhuri. “Initiation into Scholarship” (Excerpts)
	3	A. K. Ramanujan. “Is There an Indian Way of Thinking?” (Excerpts)
	4	Meera Nanda. “A Field Guide to Post-Truth India” (Excerpts)
	Module 4	
4	1	Devika J. “Beyond Aesthetic Education: The Malayali Engagement with the Humanities” (Excerpts)
	2	Pradeepan Pampirikunnu. “Nationalism, Modernity, Keralanness: A Subaltern Critique” (Excerpts)

Essential Readings:

1. Krishnan, K. M., editor. *The Word and the World*. 8th ed., Dept. of Printing and Publishing, M. G. University, and D. C. Books, 2013.
2. Raveendran, P. P., and G. S. Jayasree, editors. *The Oxford India Anthology of Malayalam Literature*. Vol. 1. Oxford University Press, 2017.
3. Chu, Andrea Long. *Authority: Essays*. Farrar, Straus and Giroux, 2025.
4. Corbin, Thomas, Jack Walton, Peter Bannister, and Jean-Philippe Deranty. "On the Essay in a Time of GenAI." *Educational Philosophy and Theory*, 16 Oct. 2025, doi:10.1080/00131857.2025.2572802.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
Total	100

KU4DSCENG208 PRACTICAL PHONETICS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCENG208	4	0

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
0	0	0	30	70	100	2

Course Description:

This course provides a scientific and practical understanding of English speech sounds, focusing on how they are produced, classified, and transcribed. It familiarises learners with the fundamental principles of phonetics and their application in real-world communication contexts such as teaching, media, and intercultural interaction. Special emphasis is placed on the role of word stress, rhythm, and intonation as distinctive features of English in comparison with Indian languages. Through guided listening, transcription exercises, and the use of digital pronunciation tools, students will develop accuracy, clarity, and confidence in spoken English while gaining insight into the relationship between sound, meaning, and expression.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Recognize and classify English speech sounds using the IPA.	R, U
2	Explain the production of sounds and identify features of English pronunciation.	U, An
3	Accurately transcribe words, phrases, and short passages using phonetic symbols.	An, E
4	Compare and evaluate pronunciation differences between Indian and international varieties of English.	E
5	Use phonetic knowledge to improve personal and classroom pronunciation skills.	C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X		X				
CO 2	X	X					
CO 3	X		X	X			
CO 4		X		X	X	X	
CO 5			X				X

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION
1	Module 1: Foundations of English Phonetics	
	1	Speech mechanism and organs of speech
	2	Air-stream mechanisms and manners of articulation
	3	Basic Concepts: Phone, Phoneme, Allophone
	4	Classification of speech sounds-vowels and consonants
	5	Supra segmental features
2	Module 2: Phonetic Transcription and Pronunciation Practice	
	1	International Phonetic Alphabet (IPA) system and conventions
	2	Broad and narrow transcription of English words and short texts
	3	Strong and weak forms in connected speech
	4	Assimilation, elision, linking, intrusion
	5	Syllable division and structure
3	Module 3: Applied and Comparative Phonetics	
	1	Comparison of English and Indian language phonology: stress-timed vs. syllable-timed rhythm

	2	Common pronunciation issues arising from MTI (mother-tongue influence)
	3	Features of Indian English pronunciation
	4	Strategies for accent neutralisation and clarity in teaching, interviews, and public speaking

	Module 4: Phonetics in Communication, Media, and Technology	
4	1	Pronunciation, identity, and social perception
	2	Intonation and expression in performance speech
	3	Technology-enhanced pronunciation learning
	4	Phonetics in dubbing, voice-over, and storytelling
	5	Acoustic visualisation: waveform, pitch, and intensity analysis

Essential Readings:

1. Jones, Daniel. *An Outline of English Phonetics*. 9th ed., Cambridge University Press, 1976.
2. Gimson, A. C., revised by Alan Cruttenden. *Gimson's Pronunciation of English*. 9th ed., Routledge, 2014.
3. Catford, J. C. *A Practical Introduction to Phonetics*. 2nd ed., Oxford University Press, 2001.
4. Carley, Paul, Inger M. Mees, and Beverley Collins. *Practical English Phonetics and Phonology: A Resource Book for Students*. 5th ed., Routledge, 2025.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
Total	100

KU4DSCENG209: POPULAR CULTURE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	200-299	KU4DSCENG209	4	0

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
0	0	0	30	70	100	2

Course Description:

This course introduces students to the study of popular culture as a site of meaning, identity, and resistance. It explores how cultural forms — such as advertising, social media, music, films, festivals, food, and fashion — shape everyday life. Drawing from key theoretical frameworks, students will critically engage with the intersections of culture, media, consumerism, and postmodernity, with particular attention to glocal cultural contexts.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Define and explain key concepts related to popular culture and cultural theory.	R, U
2	Identify and analyse the relationship between mass media, consumerism, and everyday cultural practices.	U, An
3	Evaluate postmodern cultural expressions and their impact on identity and aesthetics.	E
4	Interpret regional and global texts of popular culture through theoretical perspectives.	An, E
5	Create critical or creative responses that reflect engagement with contemporary cultural trends.	C

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)*

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	X						
CO 2	X	X					

CO 3		X	X				
CO 4			X	X			
CO 5					X	X	

COURSE CONTENTS

Contents for Classroom Transaction:

M O D U L E	U N I T	DESCRIPTION
	Module 1: Terms and Concepts	
1	1	Culture Industry, High/Low Culture, Mass Culture, Taste and Cultural Capital, Consumerism, Subculture, Glocalization
	2	Authenticity, Moral Panic, Intertextuality, Representation, Text, Active Audience, Simulacra and Simulation

	Module 2: Applied Critique	
2	1	R. Viswanathan. "From Columbus to Sachin Tendulkar" (Excerpts)
	2	Caroline & Filippo Osella. "Malayali Young Men and Their Movie Heroes" (Excerpts)

	Module 3: Network of Culture	
3	1	<i>Malabar Parotta: The flaky tale of a layered delicacy</i> (BBC News India)
	2	<i>Karikku. +2 Free Period</i> (Web Series) https://www.youtube.com/watch?v=kW0E_TcHgZg
	3	Ravi Varma. <i>There Comes Papa</i> (Painting) https://www.instagram.com/p/CVdQBcXIFbU/
	4	Hanumankind. <i>Run It Up</i> (Music Video)

	Module 4: Glocal Perspectives	
4	1	William Dalrymple. "The Dancer of Kannur" (Excerpts)
	2	Jess Cartner-Morley. "'It's game over for facts': how vibes came to rule everything from pop to politics" (Excerpts)
	3	Akhila Krishnan. "'Scene contra, mone!' Changing Language and Selves in Malayalam"
	4	Arundhati Subramaniam. "To the Welsh Critic Who Doesn't Find Me

Identifiably Indian"

Essential Readings:

1. Adorno, Theodor W., and Max Horkheimer. *Dialectic of Enlightenment: Philosophical Fragments*. Translated by Edmund Jephcott, Stanford University Press, 2002.
2. Williams, Raymond. "Popular Culture: History and Theory." *Cultural Studies*, vol. 32, no. 6, 2018, pp. 903–928.

Further Reading/Viewing:

1. *Truly Irresistible - Vinsmera Jewels* (Jewellery ad starring Mohanlal)
2. Fridman, Lex, host. Dan Houser: GTA, Red Dead Redemption, Rockstar, Absurd & Future of Gaming. *Lex Fridman Podcast*.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continuous Evaluation	30
Total	100